

A READING LESSON PLAN

- CLASS PROFILE & TEACHING CONTEXT -

The following lesson plan will form part of a scheme of work entitled, Myths- Fiction Literary Texts. This scheme of work, and this particular lesson plan, is specifically for the 1st year of ESO, group A/ linguistic section; it is a group made up of 33 students, all of whom will turn 13 this academic year.

Though the secondary school I work in has had a MEC/BC bilingual project for eight years, this is the first group to follow the CAM bilingual project, and they are being taught using the guidelines from the "Advanced Curriculum". 31 out of 33 students have entered the linguistic section having passed the Cambridge KET exam (equivalent of an A2 level, in the Common European Language Framework); however, two students have passed the Cambridge PET exams (equivalent of a B1 level, in the Common European Language Framework).

The school, which is situated in a middle class area, is located in the north of the community of Madrid. Though the school has suffered its wear and tear after 25 years, it has an impressive bilingual school library, which many bilingual students take advantage of.

GENERAL LESSON AIMS

GROUP: 1 ESO/A (Linguistic Section)

LENGTH of TIME/LESSON: 50 mins

The reading of a myth will be a model session for students to see what I expect from their oral and written myths in the 1st evaluation.

-1 ESO ADVANCED CURRICULUM OBJECTIVES-

1. To read and understand different texts of a suitable level, to the students' ability and with texts that engage the students' interests.

Basic (Reading) Skills:

- **All students** will follow the basic- surface level meaning- of the myth (who, when, where, what).
- **All students** will understand that the story describes: the setting, the characters, the conflict and the outcome.
- **All students** will identify the key words we have studied on settings and movement.
- All to understand the story through visual prompts and miming.

High Level Skill.

- **Most students** will interpret the story at a deeper level; interpret the characters' personality.
- **Most students** will infer the use of language for a specific purpose; they will interpret how the different elements have been used to make the story a myth.
- **Some students** will pick up on the author's intention : to try to explain how our world came to be.

-LESSON PROCEDURE-

TIME	Teacher activity	Pupil activity	Expected outcomes
5 mins	I explain students that as we are studying the difference between a myth, legend, fable and folk tales, we will today, be reading a myth. Elicit what a myth is.	Students activate their background knowledge on text types-myths.	To activate that myths are fiction literary texts.
10-15 mins (Pre reading)	<p>-warm-up I show students the photocopied images. I explain they are images related to a myth titled <i>The Three Sisters</i>. They must predict who the people are, what the creatures are and where the place is.</p> <p>- Predicting I show students three words from the text. I ask them to decide what they refer to and what part of speech they belong to.</p> <p>I also give students a list of unfamiliar words from the myth. I tell them that they must try to guess their meaning.</p>	<p>Students match the pictures of the characters in the story with the words that describe them.</p> <p>Students skim through the text to find the words so that they can answer my questions.</p> <p>Students find the words (in bold) in the story and state the part of speech they belong to. Students also define them using their own words and finally, check their meaning in a dictionary.</p>	<p>To identify the words that describe the characters in the story.</p> <p>To identify adjectives as an important part of speech in stories.</p> <p>To pre teach unfamiliar vocabulary, necessary to understand the myth.</p>
20 mins (During reading)	<p>I tell students to read the story in turns.</p> <p>I would stop at the end of the 5th paragraph and I would ask two questions to check understanding.</p> <p>I would also stop after each of the following paragraphs and ask students to mime.</p>	<p>Students read the story.</p> <p>They answer the questions.</p> <p>Some students mime the actions of the story while others are reading.</p>	<p>Students will follow the surface information; who, what, where, when. Some will pick up on the purpose of the myth.</p>
10 mins (Post reading)	I provide students with a reading comprehension exercise at different levels of reading skills. I include at	Students write up full answers for the given questions. When they finish,	Active reading of the myth by answering questions on

	least five factual questions and others in which they have to infer and explain. When students finish their task I give feedback on their answers.	students read their answers out loud to check comprehension.	content and inference.
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RESOURCES/ MATERIALS

- Pupils are given some photocopies with:
 - Vocabulary activities (material 1)
 - The Myth of The Three Sisters (material 2)
 - Reading comprehension questions (material 3)

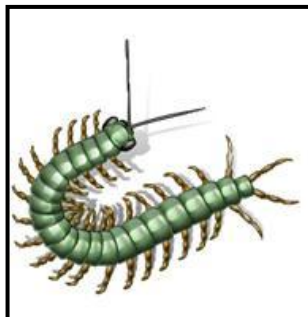
MATERIAL 1

The Three Sisters – Vocabulary Activities

WARM-UP: Getting to know the characters in the story

You're going to read a story titled *The Three Sisters*. Below you will find pictures of the characters in the story. What words from the text would you use to describe them?

rocky formations	a magic bone	lush rainforests	deep valleys	cliff
a huge evil creature	a centipede	the Three Sisters		
a clever man	the Blue Mountains	Aboriginal		



PREDICTING

Skim through the text to find these words.

- beautiful
- peaceful
- untouched

1. What do these words refer to?
2. What part of speech do they belong to? How do you know?

DEALING WITH UNFAMILIAR WORDS

Find these words in the story (you will find them in bold) and try to guess their meaning. State the part of speech and define them using your own words. Check the meaning in a dictionary.

Word	Part of speech	Meaning
treasured		
feast		
flesh		
creep		
startled		
split		
perched		
ledge		
awakened		
dragged		
cowering		
prey		
chased		
trapped		
dropped		

Add other new words to the list.

MATERIAL 2

The Myth of the Three Sisters



In Australia, the mysterious Blue Mountains rise high above lush rainforests and deep valleys. In the area where lived the Gundungurra people, there rises an outcrop topped by three rocky formations, known as The Three Sisters. This is the story of how they came to be there.

Long, long ago, the mystical land of Gondwana was beautiful, peaceful and untouched. In Gondwana, there lived Tyawan, a Clever Man of the Gundungurra people. He had three daughters called Meenhi, Wimlah and Gunnedoo, whom he **treasured** above all else.

In a deep hole in the valley there lived a Bunyip, a huge evil creature who loved to **feast** on human **flesh**, particularly that of young girls and women. Its cry was harsh and horrible and if you heard it, the only safe thing to do was run away as quickly as possible. Everyone feared the Bunyip.

If you needed to pass its hole, it was important to **creep** very quietly so that it was not disturbed.

When Tyawan had to pass the hole, he would leave his daughters safely on the cliff above behind a rocky wall - just in case!

One day, waving goodbye to his daughters, he descended the cliff steps down towards the path near the Bunyip's hole. While the girls were waiting and chatting on top of the cliff, a huge centipede suddenly appeared. **Startled**, Meenhi screamed, jumped up, picked up a stone and threw it at the centipede.

The stone missed the centipede, but rolled over the edge of the cliff and, picking up speed, crashed into the valley below. The sound echoed all around the mountains. Birds, animals and even fairies stopped still as the rocks behind the three sisters, shook and **split** open, leaving them **perched** together on a thin **ledge**.

The Bunyip, angry at being **awakened**, roared and **dragged** himself through the **split** to see the terrified sisters **cowering** on the **ledge**. His evil eyes widened in delight at the feast before him.

Tyawan looked up and saw the Bunyip reaching for his daughters, so he pointed his magic bone at the girls and immediately turned them to stone. They would be safe there until the Bunyip had gone and then Tyawan would change them back to their former selves.

But the Bunyip, angered at being deprived of his **prey**, **chased** Tyawan through the forest and up a mountain where he found himself **trapped**. So Tyawan used his magic bone again and changed himself into a Lyre Bird and glided away. Everyone was safe. But then, in dismay, Tyawan realised that he had **dropped** his bone whilst changing.

After the Bunyip had gone back to his deep dark pool, Tyawan glided down to the forest floor and searched and searched for his magic bone ... where he can still be seen to this day, in the shape of the Lyre bird, scratching and searching the forest floors of the Blue Mountains, looking for his bone, calling to his daughters above and feeding on insects whilst he searches.

The Three Sisters stand silently watching him from their **ledge**, hoping and hoping that one day their father will find his magic bone and be able turn them back to Aboriginal girls.

MATERIAL 3

READING COMPREHENSION

Read the text and answer the following questions. Write full answers.

1. Which country does this myth come from?
2. Who and what are the Three Sisters?
3. Why did people fear the Bunyip?
4. Where did Tyawan leave his daughters and why?
5. Why did one of the daughters scream?
6. What made the Bunyip wake up?
7. What were the sisters and Tyawan turned into?
8. What are the sisters hoping for?
9. What elements make this story a myth?

-EVALUATION-

3. To identify the general idea and select specific information from literary texts suitable to their age; to do this with the aid of textual and non textual features on a variety of themes. In the process students take into account the literary devices in the English language and others related to some of the subjects in the curriculum.

- I will observe that students are matching the vocabulary (material1) to the image.
- I will ask weaker students factual (surface) questions: who? When? Where? What?
- I will ask students if they heard vocabulary we have studied so far.
- I will ask stronger students to explain what they think the different character's personality is and to justify their opinion with evidence.